

National Democratic Revolution

<u>Ref. No.</u>	<u>Author</u>	<u>Document</u>	<u>Date</u>	<u>Words</u>	<u>Pages</u>
12-00-1	CU	<u>National Democratic Revolution, Intro Booklet 1 of 5</u>	2012	4950	20
12-00-2	CU	<u>National Democratic Revolution, Intro Booklet 2 of 5</u>	2012	4985	20
12-00-3	CU	<u>National Democratic Revolution, Intro Booklet 3 of 5</u>	2012	2789	12
12-00-4	CU	<u>National Democratic Revolution, Intro Booklet 4 of 5</u>	2012	4413	16
12-00-5	CU	<u>National Democratic Revolution, Intro Booklet 5 of 5</u>	2012	2207	12
12-01-1	Engels	<u>Socialism, Utopian and Scientific, Part 1</u>	1880	5120	12
12-01-2a	Marx	<u>Critique of the Gotha Programme, Forewords, I and II</u>	1875	5940	16
12-01-2b	Marx	<u>Critique of the Gotha Programme, III and IV</u>	1875	2507	8
12-01-3a	Marx	<u>18th Brumaire of Louis Bonaparte, C1 and part C6</u>	1852	5089	12
12-01-3b	Marx	<u>18th Brumaire of Louis Bonaparte, C7</u>	1852	5706	12
12-01-3c	Marx	<u>Class Struggles in France, Part 1</u>	1850	9390	20
12-01-4	Marx	<u>Address to CC of Communist League</u>	1850	4162	12
12-02-1	Lenin	<u>Report on National and Colonial Question, 2CCI</u>	1920	2024	8
12-02-2	Baku	<u>Baku Congress of the Peoples of the East Manifesto</u>	1920	4416	12
12-02-3	Gramsci	<u>Some Aspects of the Southern Question</u>	1926	9695	20
12-03-1	CPSA	<u>Black Proletariat, ICU, Black Republic, Cradock Letter</u>	1981	6309	16
12-03-2	Simons	<u>Class and Colour, C10, Socialism and Nationalism</u>	1969	6967	16
12-03-3a	Bunting	<u>Moses Kotane, C2, The National Question, Part 1</u>	1975	7247	16
12-03-3b	Bunting	<u>Moses Kotane, C2, The National Question, Part 2</u>	1975	6651	16
12-03-4	Simons	<u>Class and Colour, C19, Theory and Practice</u>	1969	8595	20
12-04-1	Mao	<u>The Chinese Revolution and the Chinese CP</u>	1939	8028	20
12-04-2	Mao	<u>On the People's Democratic Dictatorship</u>	1949	5196	12
12-043-a	Luxemburg	<u>Reform or Revolution, Introduction, C2</u>	1900	4045	12
12-04-3b	Luxemburg	<u>Reform or Revolution, C7, C9, C10</u>	1900	6247	16
12-05-1	Naicker	<u>The African Miners' Strike of 1946</u>	1976	3920	12
12-05-2	3 Docs	<u>Three Doctors' Pact</u>	1947	398	4
12-05-3	Nxumalo	<u>Defiance of Unjust Laws Campaign, Drum</u>	1952	635	4
12-06-1	CoP	<u>Call to the Congress of the People, Freedom Charter</u>	1955	2572	12
12-07-1	Mbeki	<u>The Peasants' Revolt, C8, Chiefs in the Saddle</u>	1964	5718	12
12-07-2	Mamdani	<u>Citizen and Subject, C8, Linking Urban and Rural</u>	1996	7253	16
12-07-3	Foster	<u>The case-history of Poujadisme</u>	2005	1733	4
12-08-1	ANC	<u>Strategy and Tactics, Morogoro</u>	1969	5893	12
12-08-2a	SACP	<u>The Road to South African Freedom, Part 1</u>	1962	6776	16
12-08-2b	SACP	<u>The Road to South African Freedom, Part 2</u>	1962	5607	12
12-08-2c	SACP	<u>The Road to South African Freedom, Part 3</u>	1962	6478	16
12-08-3	Dadoo	<u>Disruptive Role of the PAC</u>	1962	1043	4
12-08-4	Nyerere	<u>The Arusha Declaration</u>	1967	7152	16
12-09-1a	Slovo	<u>SA Working Class and the NDR, Part 1 of 3</u>	1988	5253	12
12-09-1b	Slovo	<u>SA Working Class and the NDR, Part 2 of 3</u>	1988	4789	12
12-09-1c	Slovo	<u>SA Working Class and the NDR, Part 3 of 3</u>	1988	5045	12
12-09-2	Nzimande	<u>Transformation, not a Balancing Act</u>	1997	3288	8
12-09-3	Moore	<u>The Brutal Side of Capitalist Development</u>	2004	1163	4
12-10-1	SACP	<u>SA Road to Socialism, Chapters 4 and 5, NDR</u>	2012	unknown	20
12-10-2	ANC	<u>Preface to Strategy and Tactics</u>	2012	unknown	16

The National Democratic Revolution Half-Day Course, Programme

4-Hour Format:

Welcome. The Prologue (#0), if required, can be read aloud. Distribute material up to #3.

1. Lenin, National/Colonial; Mao, People's Democratic Dictatorship; +/- **One hour**. Break.

2. Miners Strike; Doctors' Pact; Defiance Campaign, Freedom Charter; +/- **One hour**. Break.

3. Road to SA Freedom; Nzimande, Cronin, Transformation; What is the NDR?; +/- **One hour**.

Announcements. Distribute #4 and list. Distribute material for next school.

Booklets and sheets:

- Guidelines
- Introductions
- 0 Moses Kotane, Letter to Johannesburg District Party Committee, 1934 ("The Cradock Letter")
- 1 Lenin, National and Colonial Question, 1920; Mao, People's Democratic Dictatorship, 1949
- 2 1946 Miners Strike; 1947 Doctors Pact; 1952 Defiance Campaign, 1955 Freedom Charter
- 3a The Road to South African Freedom, SACP, 1962, Part 3
- 3b Nzimande, Cronin, Transformation, not a Balancing Act, 1997; What is the NDR?, 2006
- 4 Slovo, SA Working Class and the NDR, 1988, Part 2 of 3
- List

Notes on The National Democratic Revolution:

This half-day course is derived from a ten-part CU course. This half-day version opens the idea of the NDR from its international origin with Lenin in 1920, and touching Mao in 1949. But for the most part it develops the understanding of the NDR in terms of South African liberation-movement history. It concludes with post-democratic-breakthrough writings of Cde's Nzimande and Cronin that problematise the NDR as it currently exists, and the direction in which it may go.

Files making up the full, 10-week version of this course on the NDR are at:

<https://sites.google.com/site/cu2012courses/12-national-democratic-revolution>

Find all CU courses from: <https://sites.google.com/site/cu2012courses/>

General Guidelines for the CU Half-Day Schools

1. The purpose of the school is to generate *dialogue* among the participants
2. Avoid creating a "platform". Use a "*boardroom*" set-up, or in a large hall with many people, create an "A" shape.
3. Have a chairperson, to limit the facilitator, to encourage the shy to speak, and to "*keep the pot boiling*".
4. The facilitator's job is to introduce the material and to leave the greater part (two thirds or three quarters) of the time to *discussion* by the participants.
5. The Half-Day Schools can take four hours or less. They can typically be done in three one-hour sessions, with breaks. Hence they are divided into *three* more-or-less equal parts (1, 2 and 3).
6. There is a short, optional, *warm-up* item (0) which can be used while people are arriving.
7. There is a *further reading* item (5), for handing out at the end.
8. The given *Introductions* may be printed and handed out, or not. They should not be used verbatim. They are only there to provide some hints and options. Priority is to connect.
9. The course *list* should be given out and circulated by e-mail to encourage even more reading.
10. If part of the reading for the *next school* can be dished out at the previous one, then there is the chance that some comrades will be better prepared.